

371.2005
P11s
V. 33, no. 3

Montana State Library
3 0864 1006 6690 1

MONTANA SCHOOLS

Office of Public Instruction, Nancy Keenan, Superintendent

Volume 33, No. 3 Spring 1990

OPI Newsletter on Trial!

Superintendent Keenan Calls on Montana's Education Community to Testify in Newsletter Termination Case



The fate of OPI's 33-year-old newsletter, Montana Schools, hangs in the balance, pending results of a statewide survey of educators. (Craig Sharpe photo)

Helena—OPI Wire Service. In the largest mass subpoena in Montana history, Nancy Keenan, Superintendent of the Office of Public Instruction (OPI), has called on Montana's entire education community to give evidence for or against terminating *Montana Schools*. *Montana Schools* is OPI's quarterly newsletter.

Keenan recently told reporters she has received a recommendation to terminate the newsletter under Section 20-4-204, MCA, the teacher termination law. "We have evidence to suggest *Montana Schools* has outlived its usefulness," Keenan explained.

Since *Montana Schools* is a tenured position, having been published by OPI for over 30 years, Keenan will hold a hearing to determine whether to adopt the recommendation or renew the newsletter's contract.

Keenan said she will conduct the

hearing by mail, due to the unusual nature of the case. "I am calling on all Montana educators to serve as expert witnesses in this case by completing a survey," Keenan explained. She said educators will find the survey in the Spring 1990 issue of *Montana Schools* (see page 7). According to Keenan, the survey will also help OPI determine how best to serve the information needs of Montana educators.

Keenan said the recommendation to terminate *Montana Schools* was based on evidence that the newsletter spends more time lining bird cages in science classrooms than it spends getting read. "It contains good information," she said, "but if it isn't getting itself read, it simply isn't doing its job. The Office of Public Instruction spends over \$5,000 annually to print *Montana Schools*," Keenan added. "That's expensive bird cage

liner. Perhaps there are better ways to use those funds."

Keenan pointed to a recent limited survey in which several teachers suggested improving the newsletter by including various kinds of information. "*Montana Schools* already contains most of the information mentioned by these respondents," Keenan reported. "That tells me people don't read it."

Evidence Largely Hearsay

Beda Lovitt, chief legal counsel for OPI, cautioned that evidence against *Montana Schools* is largely hearsay. "Aside from the limited survey, which involved only a small portion of the state, all evidence is hearsay and circumstantial to date," she said. "We must not let rumors tip the scales. For Superintendent Keenan to find due cause for termination, she

Is Montana Schools used and useful? Please let us know by completing the survey on Page 7.

STATE DOCUMENTS COLLECTION

MAY 7 1990

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

PLEASE RETURN

needs conclusive evidence. That's why OPI is conducting a statewide survey."

"Perhaps the newsletter just needs repackaging—a new look and a new name," Keenan added. "But if content needs improvement, we want to know." Keenan admitted she never read *Montana Schools* as a teacher. "I always glanced at the front page and then round-filed it," she said.

Distribution a Potential Factor

Distribution may play a role in the case, according to Keenan. "Several teachers have told me they've never even seen the newsletter," she said. Distribution of *Montana Schools* varies widely from school to school. Some schools order a copy for each teacher; others order a single copy for the school library.

Keenan also pointed to evidence suggesting educators do read the newsletter. "We ran an advertisement in the Winter 1989 issue requesting student art and poetry," she said, "and we've received responses from schools all over the state."

Superintendent Keenan said OPI will publish results of the termination hearing/survey in the next issue of *Montana Schools*. "Depending on the hearing's outcome, it could be the last issue," she said. "Montana educators might see a brand new OPI publication in the fall."

SUPERINTENDENT'S NOTES

For the Office of Public Instruction, the first part of 1990 has been extremely busy. Much of our work has involved assisting the Governor with the Regional Education Meetings.

Literally hundreds of Montanans came to each of these meetings to share their concerns and visions for Montana education. It has been inspiring to see how much Montanans care about their kids and their local schools. No wonder our students do so well academically! When I hear about Montana students such as those who won honors in the prestigious Westinghouse Science Talent Search, I can see the hard work and dedication of many educators and parents behind them.

My office has compiled the opinions and ideas gathered at the January Regional Education Meetings into a comprehensive

report. This report shows clearly that Montana educators are doing an excellent job. Recognizing that we always have room for improvement, it also shows that funding, gifted and talented programs, children at risk, and parental involvement are among Montanans' chief educational concerns.

The report will provide the blueprint for our future work at OPI as we seek to address issues important to Montanans. A summary of the report has been sent to each Montana school.

As a delightful offshoot of the Regional Education Meetings, I had the opportunity to visit schools all across Montana. When I visit with students, I leave them with three ideas. First, they should spend an equal amount of time reading as playing Nintendo or watching T.V. Second, when their parents ask them what happened



Superintendent of Public Instruction Nancy Keenan interacts with Geraldine students during the Regional Education Meetings tour.

in school each day, they should report something positive instead of the usual, "Nothing!" Third, we talk about their teachers being the smartest people in the world. It's true—and I'm honored to work with Montana teachers and the en-

tire education community.
Happy Spring!

Nancy Keenan

OPI Positions Open

The Office of Public Instruction is recruiting for a library media specialist and a Chapter 1 specialist. Individuals may apply by completing a state application form and supplement, available from the OPI personnel office or your local Job Service office. Each position has an annual salary of \$24,053 for individuals new to state government.

Application deadline for the library media position is April 16, 1990. Successful applicants would be expected to begin work no later than July 2. Knowledge and abilities required for this position are typically acquired through a master's degree in the speciality and five years' experience. Application deadline for the Chapter 1 position is April 25, 1990. A master's degree in education, recent teaching or administrative experience, and three years' teaching experience using a diagnostic/prescriptive approach are preferred.

In addition, OPI is recruiting to replace John Voorhis as director of certification, accreditation, and teacher education. The deadline for applications is April 16, 1990.

For more information, contact Ken Toolc, OPI personnel officer, Capitol Station, Helena, MT 59620 (444-3032).

Teaching About oting

Over the next few months, Montana will hold the first elections of its second century.

It's an excellent time to teach students about the political process. Secretary of State Mike Cooney and Superintendent of Public Instruction Nancy Keenan would like to remind you that educators have a unique opportunity to inspire students of all ages about their rights and responsibilities as voters. Many teachers already do this.

The upcoming election is an extremely important one. Montana voters will choose a U.S. senator, two U.S. representatives, Public Service commissioners, a Supreme Court justice and district judges, state senators and representatives, and local officials.

But that's not all—this year, voters will decide whether Montana should hold another constitutional convention. The "Con-Con" is just one issue on the ballot this November. Others may include requiring voter approval of a sales tax and reducing the size of the legislature.

If your students are 17 or 18 years old, you can encourage them to **register** and **vote**. Anyone who will be 18 by election day (primary or general) may register to vote now!

Montana Science Students Among Nation's Most Talented

Montana students made a fine showing this year in the 49th annual Westinghouse Science Talent Search. Five Montana students were selected as Honors Group semifinalists from over a thousand entrants. They include Renee Doney of Helena High, Theresa McEvoy of Helena High, Jason Holt of Big Sky High in Missoula, Michael Frandsen of Sentinel High in Missoula, and Tera McCool of Sentinel High.

From among the 303 Honors Group semifinalists, Renee Doney was selected as one of the 40 national finalists. Renee's award-winning project involved studying the effects of ultraviolet-B radiation, a growing danger due to depletion of the earth's ozone layer, on *Daphnia pulex*, a water flea important to the food chain in freshwater ponds and lakes. As a finalist, Renee received a \$1,000 scholarship and was invited to Washington, D.C. March 1-5 to attend the Science Talent Institute.

Montana Schools (USPS 601690) is published quarterly by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed free to public schools and members of boards, associations, organizations and individuals interested in education in Montana. Second Class postage paid at Helena, MT.

POSTMASTER: Send address

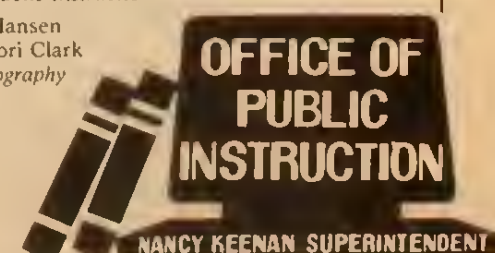
changes to Office of Public Instruction, Capitol Station, Helena, MT 59620.

Thank you to photographer Vince McGee of Bozeman for the photograph of Montana Teacher of the Year Carolyn Baldwin featured on the front cover of the Winter 1989 *Montana Schools*.

Nancy Keenan
State Superintendent
of Public Instruction

Gait Hansen
and Lori Clark
Typography

Sanna Kiesling
Publications



New Faces at OPI

The Office of Public Instruction has added several new people to the staff. In January, OPI hired Pat Callbeck Harper to fill the Gender Equity position and Rick Chiotti to coordinate the AIDS/Drug-Free programs. Joan Anderson was hired as one of OPI's Generally Accepted Accounting Principles (GAAP) accountants. Madalyn Quinlan joined the staff in March as the Revenue Management Analyst.

Pat Harper's background includes teaching French, graduate work in guidance and counseling at the University of Montana, and a master's in Public Administration in human resource management (women's issues in public administration—AA, EEO). She has served on the curriculum committee of School District 1 in Helena. She also has lobbied and organized for women's and children's groups at the Montana Legislature and the U.S. Congress (most recently working with the Montana Children's Alliance). For many years Pat has been active in international women's and children's rights at the United Nations, in Congress, and with women's organizations across the U.S. At OPI, Pat will work to integrate gender equity into schools.

Rick Chiotti has a degree in biology, chemistry, and education.

He has worked as a consulting biologist for a private firm; taught junior high math, science, history, geography, and reading; and worked 10 years for the Montana Department of Health. His most recent work with the department was with the AIDS and Sexually Transmitted Disease Program.

As coordinator of OPI's AIDS and Drug-Free programs, Rick would like to implement a "train-the-trainer" program, in which teachers would train other teachers. Ultimately, he would like to see the AIDS and Drug-Free programs evolve into comprehensive health education programs in all Montana schools.

Joan Anderson graduated from Montana State University with a B.S. in business (accounting emphasis). She recently worked in the Legislative Auditor's office. As one of OPI's GAAP gurus, Joan will help redesign the accounting manual for school districts, run GAAP workshops, and help districts with their specific accounting concerns.

Madalyn Quinlan has a B.A. in government and economics from Georgetown University. She also has done graduate work in economics at the University of Montana. Madalyn worked as an associate fiscal analyst for the Office of the Legislative Fiscal

Analyst for six years. As OPI's new Revenue Management Analyst, she replaces Terry Cohea, who recently was named the Legislative Fiscal Analyst.

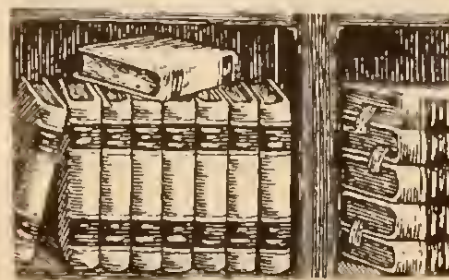
With six years of revenue

estimating and school funding expertise, Madalyn is recognized as one of the state's foremost experts on the revenue implications of the new school funding bill.

Book Review

Interdisciplinary Curriculum: Design and Implementation

Edited by Heidi Hayes Jacobs
Copyright 1989 by the Association for Supervision and Curriculum Development



This book demystifies curriculum integration. The authors describe a variety of curriculum integration options ranging from concurrent teaching of related subjects, to fusion of curriculum focus, to residential study focusing on daily living; and ranging from two-week units to year-long courses. They offer suggestions for

choosing proper criteria for successful curriculum integration, dealing with the attitudes of key individuals and groups, and establishing validity. They present a step-by-step approach to integration. In addition, the authors make a useful distinction between curriculum (content) and metacurriculum (learning skills helpful in acquiring the curriculum content being taught and in developing the capacity to think and learn independently).

The book acknowledges that curriculum integration is not a panacea. It also illuminates the value of higher-order thinking and learning skills and provides a vehicle for their integration into curriculum. The authors provide a valuable resource to help teachers avoid the pitfalls of earlier integration efforts.

—Ann Ford
Elementary Curriculum Specialist

Celebrating Montana Women in Sports

On February 8, Montana High School Association (MHSA) Executive Director Dan Freund and Superintendent of Public Instruction Nancy Keenan joined to acknowledge "National Girls and Women in Sports Day," and commended Governor Stan Stephens for proclaiming it "Montana Women in Sports Day."

"For four years, girls and women in athletics across America have been recognized on this national day," said Freund, "and it's time that Montana also gave special recognition to its female athletes." Freund and Keenan observed the event after meeting to discuss the appointments that Keenan and the Governor will be making to the MHSA Board of Control. MHSA seeks to encourage and stimulate interest in amateur athletics across Montana. Both MHSA and OPI have been involved in implementation of the Ridgeway Settlement Agreement, which mandated equity in athletic activities for girls and boys in Montana schools.



Superintendent Keenan and MHSA representative Bill Sprinkle celebrate women's sports at the state capitol along with young Montana athletes, their coaches, and Jeannette Rankin. (Gene Fischer photo)

"Montana female athletes are exceptional," commented Keenan. "The opportunities that our schools and universities offer are improving all the time, but we must continue through OPI and MHSA to ensure that equity in athletic activities continues to grow." Ac-

cording to MHSA figures, over 600 more girls are participating in sports in Montana schools than in 1985. In 1989, 11,572 women played on teams; in 1985 that figure was 10,953.

Prior to the 1972 passage of Title

IX, which prohibits discrimination by gender, 16,000 women played collegiate sports nationwide. By 1988, this figure had grown to 140,000. In Montana, opportunities for girls and women have improved since the 1984 Ridgeway Settlement. Several school districts are continuing to address inequities in their athletic offerings.

"OPI and MHSA will persist in working for more equity for our female athletes," continued Keenan. "We will be working closely in helping our schools, coaches, and communities to improve opportunities available to our girls and women."

"Athletics is one of the most effective ways to develop self-discipline, initiative, and self-confidence," concluded Freund. "We know that we still have few women coaches and fewer women sports administrators. We're going to be working on this issue as well as our ongoing efforts to increase the opportunities for our girls and women athletes."

OPI To Offer Curriculum Planning Seminars

To help educators meet the 1989 Montana School Accreditation Standards, the Office of Public Instruction will offer low-cost regional workshops in curriculum planning during May.

These one-day seminars will open with a general session in which the Standard of Accreditation, Rule 10.55.603, Curriculum Development and Assessment, will be clarified. OPI's *Curriculum Process Guide* will be presented to aid districts with the steps in curriculum development and assessment.

Curriculum specialists will then lead smaller groups in discussions of current research and instructional trends in a variety of content areas, such as science, language arts, foreign language, mathematics, social studies, elementary curriculum, and thinking skills.

After lunch, which will be included in the cost of the seminar, participants will continue to meet with curriculum specialists to

review a variety of curriculum designs, continue to examine specific curriculum trends, or begin a curriculum planning work session. This seminar should lay the groundwork for districts to continue development of their local learner goals in a format that is tied directly to the Accreditation Standards and keyed to assessment.

Current plans are to hold the seminars in Lewistown, May 9; Glasgow, May 10; Forsyth, May 12; Helena, May 14; and Kalispell, May 16. Registration information is being mailed to all responsible school officials.

Please address questions concerning the seminars to Nancy Coopersmith, Administrator, Curriculum Assistance Division, OPI [444-5541].



Schedule for OPI's Model Curriculum Guides

For the benefit of districts interested in additional tools for curriculum development, the Office of Public Instruction plans to create model curricular packages for the subject areas in subchapters 11 through 19 of the 1989 accreditation standards. These curricula will be based on the model learner goals listed in Appendix A of the standards. Each curricular area will include critical and creative thinking, career awareness, lifelong learning, and safety.

Below is the preliminary schedule for development of OPI's materials, along with the appropriate contact person:

1. Health Enhancement (subchapter 13)–1990 (Spencer Sartorius, 444-4434)
2. Science (subchapter 15)–1990 (Bob Briggs, 444-4439)
3. Fine Arts (subchapter 12) (Janet Klecker, 444-4442)
 - a. Visual Arts (subchapter 12)–1990
 - b. Performing Arts–1992
 - c. Literary Arts (as a part of Communication Arts)–1992 (June Atkins, 444-3664; Jan Cladouhos, 444-3714)
4. Communication Arts (subchapter 11)–1991-92 (June Atkins, Jan Cladouhos)
5. Mathematics (subchapter 14)–1991 (Dan Dolan, 444-4436)
6. Vocational/Practical Arts (subchapter 7)–1991-92 (Jim Whealon, 444-2413)
7. Social Studies (subchapter 16)–1993 (Ann Ford, 444-3638)
8. Guidance (subchapter 19)–1992 (Judy Birch, 444-5663)
9. Library Media (subchapter 18)–1994 (June Atkins, Jan Cladouhos)

The preliminary schedule is based on availability of resources to produce and print the guides.

Administrative and Guidance Counseling Internships

Are you a teacher who has considered becoming a principal or guidance counselor? If so, you may be interested in OPI's internship program for principals and guidance counselors. The Office of Public Instruction, in conjunction with the University of Montana and Montana State University, has operated these experimental internship programs for four years.

Under the principal internship program, the Superintendent of Public Instruction may allow up to 12 experienced teachers to assume the duties of principal while completing a master's program in school administration. These people are allowed to function as principals without credentials and with no penalty to the school district.

In this program, the school district agrees to select a teacher who has the potential to become a principal but has been unable to travel to a school that offers a master's degree in school administration. This individual must meet the college's criteria for entrance into the administrative program. The local trustees agree to employ the person as principal (at least half time) while he/she completes a planned, supervised master's program for school administration. The trustees agree to pay the individual

80 percent of a fully qualified administrator's salary. A portion of the remaining money pays the university's supervisory cost and supports the individual's development with his/her professional association.

The guidance counseling intern program operates essentially the same way; the district enters into a cooperative agreement with Northern Montana College or Montana State University for the teacher to pursue an endorsement in K-12 guidance and counseling.

Candidates for this limited program will be taken on a first-come, first-served basis. If you are interested, contact Marilyn Roberts at OPI [444-3150]. Candidates must be identified by June 1, 1990, 1990.

Certification Update

The Board of Public Education has recently adopted three new rules dealing with certification:

Instructional Assistant Experience: Beginning with certificates that expire in 1990, instructional assistant experience may be considered for renewal if the following conditions are met:

- The individual must hold a valid

Montana teacher certificate when the experience is acquired.

- The experience must be within the K-12 structure.
- It must be verified by the appropriate administrative supervisor as an *instructional* experience. Instructional assistant experience is defined as experience using the course of instruction prescribed by the trustees under an employment agreement of at least 100 days of full-time equivalent (600 hours) in any one instructional year.
- This experience will apply toward renewal only. It cannot be used for initial certification or another class or endorsement for which teaching experience is required.
- Noninstructional aide experience will not apply toward renewal.

Class 3 Certificates: Another rule change deals with supervisor endorsement on the Class 3 Administrative certificate. Effective July 1, 1991, the following professional training will be required in addition to a master's degree in the area requested for endorsement: at least 21 graduate quarter (14 semester) credits in education or the equivalent to include general school administration, administration in the special area to be endorsed, supervision of instruc-

tion/evaluation, school finance, school law, and a supervised practicum/internship (minimum of six quarter credits or appropriate waiver).

Class 1 Certificates: Also changed is the rule dealing with renewal of the Class 1 Professional teaching certificate. Beginning with certificates expiring in 1995, six credits will be required for renewal of the Class 1 in addition to one year of teaching experience.

Reminders: Beginning with certificates expiring in 1992, one year of successful experience and six quarter credits will be required for renewal of an administrative certificate.

The National Teacher Exam Core Battery was offered on March 3, 1990 and will be offered again June 23, 1990. Since registration closes five weeks prior to the date of the test, people wishing to take the test should contact a college test center well in advance.

Questions on these or other certification issues should be directed to Certification Services, OPI, State Capitol, Helena, MT 59620 [444-3150]. If you plan to stop by the office, please remember that the Certification and Accreditation offices have moved to the capitol building (east wing, main floor).

School-Related Legal Actions

Supreme Court decisions: In February, the Montana Supreme Court decided two cases of importance to school districts and teachers. These cases involve termination of tenured teachers as the result of reductions in force.

In the case of *Michael Birrer vs. Trustees*, the Wheatland County School District trustees accepted a recommendation to terminate tenured teacher Michael Birrer due to overstaffing and lack of funding. The trustees did so *before* holding a hearing, in violation of 20-4-204, MCA, and reaffirmed that decision after a hearing. The district court upheld the termination, finding that "substantial compliance" was sufficient.

The Supreme Court held that the trustees' action was not merely a "technical" irregularity, as argued by the school district, but that the technicality goes to the very heart of the 1985 statutory amendment requiring a *pretermination* hearing. The intent is to protect tenured teachers from unjustified terminations by requiring trustees to keep

an open mind until both sides have been heard. Nonetheless, the Supreme Court affirmed the decision on grounds that there was an unrefuted need for a reduction in force by the school district due to "inevitable force of financial events over which neither the school district nor Birrer had any real control" and because the procedure used by the board in termination did not offend the purposes of the termination procedure statute.

In the second case, *Raymond Harris vs. Trustees*, Cascade County School Districts 6 and F voted to eliminate the full-time P.E. position and consequently not to rehire tenured P.E. teacher Raymond Harris. They then held a hearing and voted to uphold their decision.

The Supreme Court held that the board, in accepting the recommendation for a reduction in force and the recommendation to terminate the tenured teacher *before* notifying the teacher of the recommendation and affording the opportunity of a pretermination hearing, violated the statutory procedure

for terminating tenured teachers (20-4-204 MCA). They rejected the district court's conclusion that the teacher was "accorded all of his rights under the statute." Substantial compliance and technical irregularities with the termination statutes are not to be tolerated.

Notwithstanding the findings and strong support for procedural compliance, the Supreme Court affirmed the termination because "under these facts," the errors committed did not cause the teacher substantial prejudice. The teacher was terminated solely for financial reasons.

The Supreme Court went on to affirm the district court's conclusion endorsing *Massey vs. Argonbright* (1984), 211 Mont. 331, as controlling and requiring that the teacher be offered the remaining part-time position.

The Supreme Court has sent a clear message that procedural flaws in termination of tenured teachers will not be tolerated. Only in the presence of uncontroverted evidence of financial necessity and no prejudice to the



tenured teacher can procedural noncompliance be tolerated.

Attorney General Opinion: Attorney General Marc Racicot recently issued the opinion that school boards may, as a condition of employment, require that new employees of a school district live in the district. This opinion does not address the question of whether, prior to effecting such a change during the term of a collective bargaining agreement, a school board may be required to bargain with its employees' collective bargaining representative.

—Beda Lovitt
OPI Chief Legal Counsel

Earth Day 1990

On April 22, the citizens of the world will observe Earth Day 1990. Millions of people from all walks of life and all political persuasions will celebrate our planet and show their concern for its survival.

This event offers excellent opportunities for schools to focus learning on earth sciences and related education. Schools all over the world are planning Earth Day activities. Listed below are several resources and activities that can help Montana schools observe the event.

Earth Day Curriculum

The national Earth Day 1990 Committee has developed a K-12 curriculum with teacher guides, lesson plans, and follow-up activities on energy, solid waste/recycling, toxins, and water. The curriculum has been endorsed by the National Education Association, American Federation of Teachers, National Association of State Boards of Education, and the Office of Public Instruction. The state Earth Day 1990 committee has sent a copy to each school.

Project Learning Tree

The Montana Project Learning Tree Foundation, a committee of educators, foresters, business leaders, and wildlife officials, is sponsoring an Earth Day "Adopt a Tree" campaign for schools. Project Learning Tree will send each participating school tree seedlings for planting and a guide for teaching about the importance of trees. Interested schools should contact Kathy Anderson, Project Learning Tree coordinator (443-1566).

Earth Day Contests

Poster/Essay Contest. The Montana Earth Day 1990 committee, with help from OPI, is sponsoring a statewide essay and poster

contest for students in grades K-12. With the theme, "Who Says You Can't Change the World?" the contest encourages students to focus their creative talents on solutions to problems that affect our planet's health. The essays and posters will be judged on creativity, imagination, and expression of the theme.

The contest has four age categories: K-2, 3-5, 6-8, 9-12. Each participating school will choose a winning essay and poster for each age category and send winning entries to Montana Earth Day 1990 Essay and Poster Contest, 301 South Park, Drawer 10096, Helena, MT 59626 by April 12, 1990.

A panel of judges will choose the state winners from these entries and will announce the winners on Earth Day. Prizes will be awarded, and winning entries will be displayed in the state capitol.

Students may submit a poster, an essay, or both. Entry forms and rules are being sent to each school. For more information, call Janet Ellis (443-3949).

Project Learning Tree Poster Contest. Project Learning Tree is sponsoring a poster contest designed to enhance students' understanding and awareness of trees. Posters will be judged in two categories: grades K-6 and grades 7-12.

Posters should be no larger than 8½ by 14 inches. Contact Kathy Anderson (443-1566) for more information.

Educational Agriculture Video Released

"Agriculture in Montana Schools" recently unveiled the first in a series of five videos. These videos will allow Montana school children to have a field trip to see the varied aspects of agriculture without leaving the classroom.

Agriculture in Montana Schools President Betty Jo Malone recently presented Superintendent Nancy Keenan with a copy of the video, entitled *Montana Country/Land of Plenty*.

In accepting the video for Montana education, Keenan commented, "It's important for educators to recognize agriculture as Montana's number one industry. Students from both rural and urban areas need to be aware of the important role agriculture plays in our economy and in our everyday lives. This video is a great start toward that awareness."

For information about the video, contact Valerie Larson, Box 840, Choteau, MT 59422.



From Russia, With Lukenbill

OPI's Ron Lukenbill Helps Build Bridges Across the Global Village

In Moscow, students from Ordinary School 240 are learning what kind of hopes Montana kids hold in their hearts and which rock groups they play on their headphones.

In Boulder, Montana, students are developing Soviet markets for baseball cards and learning what Soviet family life is like.

This kid-level cultural exchange is the inspiration of Ron Lukenbill, a technology specialist at the Office of Public Instruction. When Lukenbill visited the Soviet Union as an educational consultant last November [see related story on this page], he took with him 300 letters from Montana, plus another 100 from other states. He distributed the letters to schools in Moscow, Leningrad, and all stops between. When Lukenbill returned to Montana, he brought back hundreds of responses from Soviet students and teachers.

The results, Lukenbill reports, have been exciting. "The Montana kids are so jacked about having these pen friends in the Soviet Union," he says. When letters from the U.S.S.R. arrive in Montana, "the whole school gets excited." Soviet students and teachers are equally exuberant about the chance to communicate with their peers on the other side of the vanishing Iron Curtain.

to make a lot of money." In the Soviet Union, where World War II claimed the lives of one out of every four citizens and where Chernobyl was a backyard incident, students are primarily concerned about global peace and the welfare of the planet.

Widening the Path

Lukenbill hopes to increase the rate of communication between Soviet and Montana students through telecommunications technology. He envisions whole classes sending messages back and forth via computer—possibly using the technology to study history,

literature, or art together. He also wants to bring some Soviet teachers to Montana this summer, followed by visits to the U.S.S.R. by Montana teachers and students—incrementally widening the path for the free exchange of ideas.

Lukenbill believes the exchange between Soviet and American students can make a big difference in relations between the two nations. "It's got to be so positive," he says. "Before the 1980s, everything we knew about the Soviets came through the 'Evil Empire' screen." When American pen pals hear about events in the U.S.S.R. now, Lukenbill says, "they'll think:



"That's Sasha," or, "That's Misha." In other words, global events will wear a personal face for these students.

"When this generation of kids is at the helm," Lukenbill affirms, "relations between the powers will be very different."

Soviet Education—A Sweet, New Freedom

In the past few years, the world has watched *glasnost* and *perestroika* change the shape of global politics. Ron Lukenbill of OPI has watched these two policies begin to change the structure of Soviet education. And he's had a hand in the transition.

Lukenbill serves as Montana's state facilitator for the National Diffusion Network (NDN), a U.S. Department of Education project that shares information about effective education programs among schools all over the United States. His work with NDN recently won him an invitation from the Soviet Academy of Sciences to visit the U.S.S.R. as an educational consultant.

The reason for the invitation, Lukenbill explains, stems from what he calls "this new, sweet freedom" in the Soviet Union. Before *perestroika* and *glasnost*, Soviet education was controlled entirely by the Academy of Pedagogical Sciences—the Soviet equivalent of the U.S. Department of Education. The academy dictated a single, uniform set of curriculum and textbooks, which every school in the nation was required to use.

Now, says Lukenbill, with the new openness, Soviet educators are recognizing that there may be other ways of teaching. They want to explore new programs. They also want to move educational decision-making to the local level, empowering teachers with responsibility and authority to a degree unimaginable before.

The catch, Lukenbill explains, is that the Soviets have had no ex-

perience in decentralized education. They didn't know where to begin. When the Soviets learned about the National Diffusion Network, they saw it as a potential answer to their dilemma. They were especially interested in NDN programs in leadership training, decision-making, and problem-solving. So they asked Lukenbill and NDN director Dr. Lee Wickline to visit the U.S.S.R.



Life is changing for Soviet students as *perestroika* and *glasnost* enter the classroom.

The Americans traveled to Moscow and Leningrad in November 1989, meeting with educators and students at all levels. Wickline presented information on NDN's mission and structure, while Lukenbill explained how NDN disseminates programs to rural schools and how telecommunications technology is used in that effort. Lukenbill's wife, Nancy, an expert in education for the gifted and talented, shared information on U.S. gifted and talented programs.

Lukenbill reports that Soviet

educators were enthusiastic about the potential for implementing an NDN-like project, though they had some trouble grasping the concept that various programs work better in some places than in others. "It's hard for them to get used to the idea that there is no one 'best' program," Lukenbill explains, but they are eager to learn.

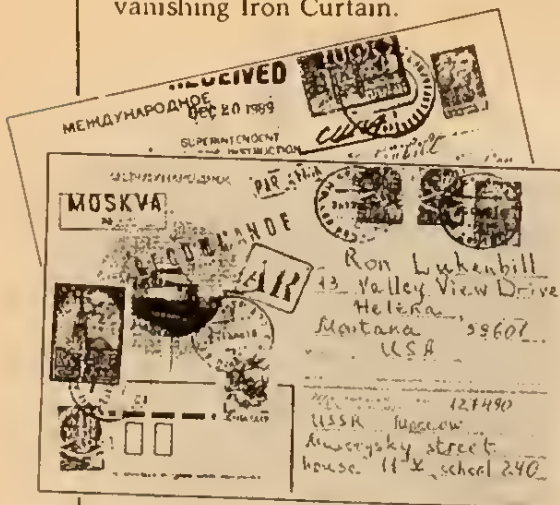
Lukenbill believes this contact with Soviet educators could be a stepping stone toward establishing an *International Diffusion Network*. Someday, educators could have access to the best educational practices from all over the world, including Montana.

About NDN

The National Diffusion Network (NDN) is a 15-year-old project that "diffuses," or distributes, information about educational programs that work to schools across the U.S.

Administered by the U.S. Department of Education through contracts with each state and over 300 exemplary local education programs, NDN provides funds to distribute information, training, and resources to schools. These local programs, their sponsoring schools and organizations, and the NDN state facilitators form a resource network that helps other schools adopt programs for their own use.

State facilitators, including OPI's Ron Lukenbill, serve as links between NDN programs and educators interested in implementing the programs.



Lukenbill says the correspondence gives students of both countries the opportunity "to see other kids as essentially the same as themselves." Students of both nations are finding that they share many of the same hopes and dreams. They also have similar tastes in what Lukenbill calls "the personal effects of adolescence"—music and jeans, for example.

They're learning about differences, too. For one thing, Lukenbill says, "the number one priority for most American kids is

Montana Schools Readership Survey

In order to serve Montana educators better, the Office of Public Instruction wants to know your information needs and your opinions on OPI's newsletter. The survey is anonymous and confidential. We appreciate your participation in this survey!

1. What is your involvement in Montana education?

- ☐ Teacher ☐ Principal
☐ Superintendent (circle one): school district county
☐ Other (please specify): _____

2. County where you work: _____

3. Approximate student population of your school (if applicable): _____

4. Grade range of your school (if applicable): _____

5. Number of years you've been an educator: _____

6. (Demographic Information) Your age: _____ Gender: ☐ Male ☐ Female

7. How often do you read *Montana Schools*?

- ☐ Usually ☐ Occasionally ☐ Never

8. How is *Montana Schools* distributed in your school?

- ☐ 1 copy per teacher ☐ 1 copy per school ☐ Other (please explain) _____

9. Which kinds of *Montana Schools* articles do you find most and least useful?

	Most Useful	Least Useful
- OPI staff/services/projects	<input type="checkbox"/>	<input type="checkbox"/>
- Activities/projects in other schools	<input type="checkbox"/>	<input type="checkbox"/>
- Relevant legislation/court decisions	<input type="checkbox"/>	<input type="checkbox"/>
- Awards/honors received by Montana educators and students	<input type="checkbox"/>	<input type="checkbox"/>
- Educational innovations	<input type="checkbox"/>	<input type="checkbox"/>

10. Are there other kinds of articles that you would like to see in *Montana Schools*? If so, please specify: _____

11. Which *Montana Schools* sections do you find most and least useful?

	Most Useful	Least Useful
- "Bulletin Board" (formerly called "Unclassifieds—a listing of scholarships, contests, resources, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
- "Calendar" (listing of educational events)	<input type="checkbox"/>	<input type="checkbox"/>
- "Resource Notes" (columns by OPI specialists)	<input type="checkbox"/>	<input type="checkbox"/>

Which Resource Notes do you usually read? _____

12. Please list suggestions for improving content, format, distribution, etc. of *Montana Schools*: _____

Ideally, what kind of newsletter would you like to see from the Office of Public Instruction?

13. What kinds of information would serve you best?

- ☐ OPI staff/services/projects
☐ Calendar of education events
☐ State/federal legislation, court decisions, etc., affecting schools
☐ Activities/projects at other Montana schools
☐ Activities/projects at schools outside Montana
☐ Commentary on education issues
☐ Current research/trends on education topics (Please name the topics that interest you most) _____
☐ Other (please specify) _____

14. What format would you prefer?

- ☐ 8-1/2 x 11 inches ☐ Tabloid (newspaper) ☐ Other _____

15. How frequently would you like to receive the newsletter?

- ☐ Four times/year ☐ Every other month ☐ Monthly
☐ Other (please specify): _____

16. What other suggestions do you have for an OPI newsletter that would best suit your needs as an educator? _____

17. What education-related publications do you regularly read? _____

To return the survey, please remove this page, fold it with OPI's address on the outside, add a 25-cent stamp, and mail.

OPI
Capitol Station
Helena, MT 59620

Please place
stamp here.

TO: Editor, Montana Schools
Office of Public Instruction
Capitol Station
Helena, MT 59620

BRIGHT IDEAS

On the Cutting Edge

When it comes to preparing students for the 21st Century, Karen Longhart, mathematics teacher at Flathead High School in Kalispell, is in the vanguard.

An Apple computer hooked to a large monitor near an overhead projector dominates Longhart's teaching workstation. In her precalculus class, the students have purchased their own scientific graphing computer/calculators. A visitor to the classroom observes animated students and teacher as the graphic display on the monitor clarifies concepts that were previously obscure.

Longhart is a proponent of the new standards of the National Council of Teachers of Mathematics (NCTM). She sees the standards as the solution to the confusion facing educators, students, and parents who know that much of the future workforce will need higher math skills than those taught to the most advanced high school students today.

When the new standards are fully implemented, students entering high school will have higher skill levels and will be able to advance further than current students. Math teachers will have demonstration computers in their classrooms, and high school students will have access to calculators with graphing capabilities. Longhart's classroom and precalculus students have been so equipped for two years.

A Supportive Administration

When Longhart first proposed teaching with a graphing approach, the new standards had not yet been adopted. She knew the

expense of the calculators could be a problem. The school district is not wealthy; neither are the students. However, she received the full support of her department chairman (also the calculus teacher), Larry Kaber. Such far-sightedness may be a reason that he received (representing Montana) the 1989 Presidential Award for Excellence in Teaching Mathematics.

Longhart proposed the new method after attending the first of three summer sessions of IMPACT, a summer school sponsored by the Montana Council of Teachers of Mathematics and funded by the National Science Foundation. IMPACT means Integrating Mathematics Programs and Computer Technology.

After Kaber endorsed Longhart's plans for the new teaching method in summer of 1988, she wrote a letter advising prospective precalculus students and their parents of the new opportunities and ask-

ing them to make an academic and financial commitment. The calculators, which cost \$65 each, would be required in her class, although students could choose other sections of the course in which the equipment was not required. On opening day, her class was full. In 1989, a second section filled.

Longhart uses the computer for demonstrations in every class. She reports that enthusiasm has increased in Algebra I just as it has in Precalculus. As the students change numbers in an equation, one student exults, "Oh, that makes the line steeper." Another change and another student exclaims, "Oh, that makes it shift to the right." In another class, students analyze a marketing problem, seeing how much a business must charge for a product to break even and how much to make a profit.

Even parents share the fun as Longhart demonstrates an income tax problem during Parents' Night.

There may be some drawbacks in the heavy use of computers, according to Kaber. "I couldn't believe it the first time a student picked up the calculator to do a simple algebraic problem," he said. "I want them to do every operation the simplest and best way."

Kaber appreciates the concern of parents and some educators who feel calculators may become a crutch for those who haven't first learned math skills. This is a problem elementary and junior high school educators are dealing with as calculators are being introduced at earlier levels. However, as Kaber said, "The real plus is the enthusiasm of the graphing students. These kids are excited about mathematics."



Kalispell teacher Karen Longhart—on the cutting edge of math instruction.

Sharing the Method

Longhart received a \$7,000 grant from the National Science Foundation to study a graphing approach, and she is passing the knowledge on to other teachers. She frequently presents workshops at schools in Montana and other states. Another NSF grant allowed her to learn teaching strategies with top-flight math professors at Ohio State University in 1988. She joined the Ohio State workshop team the following summer as a presenter.

Longhart also worked with an IMPACT team to write a workbook that has math projects using a graphing approach. The workbook, *IMPACT's Window on Graphing*, is available through the Montana Council of Teachers of Mathematics.

"I have been so lucky in my career," Longhart said. "To think that at age 29 I work, study, and teach with some of the most talented leaders in mathematics in the U.S." Longhart credits Dan Dolan, math specialist at the Office of Public Instruction and creator of the IMPACT program, with leading Montana to a leadership position in math education.

—Author Helen Anderson, an educator and freelance writer in Colorado, writes, "I can't wait for Colorado to advance to Montana's level in teaching math."

"Bright Ideas" is a forum for sharing new and inventive educational ideas. If you have ideas to contribute, please send your typed, double spaced article to: Editor, Montana Schools, Office of Public Instruction, Capitol Station, Helena, MT 59620. Please keep articles under 500 words.

RESOURCE NOTES

Resource Notes are written by staff specialists at the Office of Public Instruction. These columns are designed to give Montana educators useful information and access to resources in specific subject areas. If you have questions about what you read here, or if you need assistance in your subject area, OPI's specialists are here to help. Feel free to call them at the numbers listed.

Traffic Education

Spring Conference

The 1990 OPI/Montana Traffic Education Association (MTEA) spring conference/workshop will be held May 6 and 7 at the Sheraton Great Falls, 400 10th Ave. South. The conference theme is "Getting the Big Picture." Northern

Montana College will offer college credit. The agenda includes programs on Operation Lifesaver, master teacher techniques, driver services, sharing the road with big trucks, "street law," law-related education, and others. Starting time is 11:30 a.m. May 6th. Make plans now to attend.

ADTSEA National Conference

The 1990 American Driver and Traffic Safety Education Association (ADTSEA) national confer-

ence will be held August 12-16, 1990 in Portland, Oregon. Frank Fleming, MTEA president-elect and teacher at Fairfield Schools, represented Montana at the ADTSEA conference in Las Vegas in 1989.

Traffic Education Teachers Needed

According to the St. Cloud State University safety center, by the

Continued on Page 9.

RESOURCE NOTES

Continued from Page 8.

year 2000 the need for traffic education teachers will have risen dramatically and may exceed the supply of qualified teachers because of retirements and enrollment increases. During the next 10 years, opportunities for traffic education teachers will grow. For more information on becoming a teacher of traffic education, contact your local traffic education teacher or Curt Hahn at OPI (444-4432).

Automatic Restraints Now Required

Effective September 1, 1989, all new cars sold in the United States must be equipped with an air bag or automatic safety belts. The National Highway Traffic Safety Administration estimates there were 685,000 air bag-equipped cars on the road in model year 1989. 2.9 million cars will be equipped in 1990, and 5 to 6 million will have air bags by 1993. An estimated 4.9 million cars equipped with automatic belts were produced in 1989.

—Curt Hahn
Traffic Education Specialist

Pupil Transportation Safety

1990 Advanced Driver Education Workshops

OPI's 1990 Advanced Driver Education Workshops are scheduled to take place in Lewistown this summer. We will hold 30 one-day workshops during July and August. The purpose of this program is to reduce death, injury, and property damage on our state roadways.

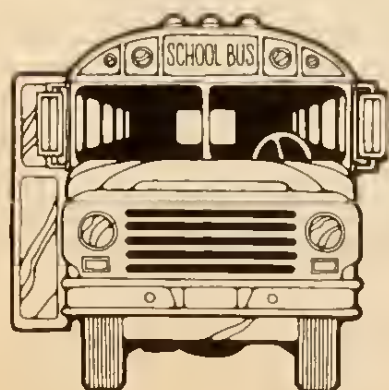
People taking this course will have an opportunity to learn and practice the following maneuvers: serpentine, evasive maneuver, controlled braking, cornering, off-road recovery, and skid control.

If you would like more information or would like to reserve a workshop date, call Terry or Karen at OPI (444-4396).

1990 MAPT Workshops

The Montana Association for Pupil Transportation (MAPT) Steering Committee has been working hard to set up our June 14-15 workshop schedule. This year we will be in Great Falls at the Heritage Inn.

I am pleased to announce that this year's guest speaker will be Bill Paul, editor of *School Bus Fleet* magazine. Bill is very excited about coming to Montana for the first time and spending time with our pupil transportation people. A good program is in the planning, and we hope you can join us in Great Falls this June. I will be mailing out workshop preregistration information in April.



Hard Work

Jobs that require high responsibility but offer little control have long been thought to be the most stressful. But a recent study of heart patients suggests work that demands vigilance over others' well-being causes the most stress. Here are some examples of high stress professions: bus driver, preschool teacher, forester, physician, airline attendant, locomotive engineer, biological scientist, restaurant manager, and sheriff.

Source: *National Institute for Occupational Safety and Health*. Reprinted from *Newsweek*, August 7, 1989.

—Terry Brown
Pupil Transportation Safety Specialist

Language Arts

Many school districts are currently examining existing curricula in relation to the 1989 Montana Accreditation Standards and its appendix, "Model Learner Goals." Standards require that districts develop curricula consistent with the program area standards and that they develop local learner goals that can be based upon the model learner goals. In the area of communication arts, the program area standards and model goals reflect sound educational principles, current research, and the

practices of some of the best English educators in Montana.

The first communication arts program area standard states that the school's program shall be "literature-based and include a wide variety of fiction and nonfiction, representing diverse cultures of Montana, the United States, and the world." The Northwest Regional NCTE Conference in Billings, April 5-7, will offer several workshops that may help teachers use our region's literature in their classrooms. These workshops include *Women in The Last Best Place*, *A Literary Tour Through the Interior Northwest, Montana! Let There Be Lit!*, *Norman Maclean's Divine Comedy*, *Montana's Mildred Walker*, *Canadian Literature*, plus some about Native American literature.

The second program area standard states that a school's communication arts program "shall create a whole language environment that integrates communication skills in all subject areas and give students extensive opportunities to use these skills in meaningful contexts." The Billings '90 conference offers seven workshops on "whole language," with nearly 50 workshops in the interdisciplinary/integration strand.

I've discovered that the English language model goals appear weak in several districts' language arts curriculum guides. Students should learn "how languages function, evolve, and reflect cultures" and "how context influences the structure and use of language."

The January *English Journal* focuses on Language Study in the Middle, with articles entitled, "Operation Name Search," "I-Search a Word: Reclaiming the Library's Reference Section," "Introduction to Language: A Junior High Unit," "Resurrect the Dragon Grammaticus," "Grammar in Context: Why and How," and "Seeing and Feeling Sentence Structure."

The activities described in any of these articles could help students achieve those model goals, but particularly intriguing was Elaine Ryan's "Operation Name Search." By beginning with the question, "Who knows what your name means?" the three-week unit entices students into using a variety of reference works, listening to and reading stories and articles, writing in journals, creating symbolic drawings of their names, interviewing, and writing stories. Although many communication skills are developed or reinforced through these activities, teachers should find them particularly compelling because they teach students how language functions,

evolves, and reflects culture.

I suggest that while reading your professional journals and attending conferences and inservices you consider how the instructional strategies and content presented can be used to meet your program's standards and the model learner goals of the 1989 Montana Accreditation Standards.

—Jan Cladouhos
Language Arts Specialist

Equity

Expanding Your Horizons Workshops

Several statewide conferences targeted to girls interested in new career options (grades 6-12) will be held this spring. Conference goals include increasing interest in math/science education, fostering awareness of career options, and offering an opportunity to interact with women who represent a wide range of occupations.

The conference schedule is listed below:

March 31, Butte, Montana Tech. Contact Nina Klein, MT Tech, Butte, MT 59701 (494-5118).

April 28, Glendive, Dawson Community College. Contact Irene Fabion, Dawson Comm. College, Glendive, MT 59330 (365-3396).

September 29, Bozeman, MSU. Contact Pat Simmons at MSU.

Helena, to be announced. Contact Linda Davis, Mitchell Bldg, Rm. 130, Helena, MT 59620 (444-3796).

For more information, contact Pat Callbeck Harper at OPI (444-1952).

—Pat Callbeck Harper
Gender Equity Specialist

Mathematics

The Math Solution

The Math Solution, a K-8 mathematics workshop, will be presented by the nationally renowned educator Marilyn Burns in Belgrade, July 23-27, 1990. This widely acclaimed program is sponsored cooperatively by OPI, Montana State University, and the Belgrade School district.

This exciting five-day course

Continued on Page 10

RESOURCE NOTES

Continued from Page 9.

focuses on teaching mathematics through problem solving. It addresses today's national priority for math instruction—teaching students to use their computation skills to solve problems. Using manipulatives and classroom activities, participants learn how to teach for understanding in all areas of the curriculum.

Cost of the workshop is \$260. Two graduate credits from MSU will be available for an additional \$40, or teachers may obtain two credits for recertification at no cost. Funds from the state Dwight D. Eisenhower program will provide \$100 stipends to each of the first 150 Montana teachers who register.

For additional information, contact Earlene Hemmer, Belgrade Elementary School, Belgrade, MT 59714 (388-4101).

Discrete Mathematics for Teachers

MATH 588, June 18-July 13, Daily 10:30-11:50, University of Montana, Missoula.

To consider recent recommendations that discrete mathematics topics be included in the secondary school curriculum, teachers need to be aware of its content, processes, and applications. In this course, math teachers grades 7-12 will be introduced to the content through exploratory activities that illustrate the formal mathematics. Topics will include combinatorics, recurrence relations, graph theory, and matrix modeling.

This course is funded by a grant from the Commissioner of Higher Education. It includes a \$100 stipend (plus books) for Montana 7-12 math teachers. Enrollment is limited to 30, and participants may choose to enroll for three hours of graduate credit.

This is one of four courses offered during summer quarter (June 18-August 10) by the Department of Mathematical Sciences that will apply to the MAT program at the University of Montana. For additional information and applications, write to Jim Hirstein, Department of Mathematical Sciences, University of Montana, Missoula, MT 59812.

Writing in Mathematics

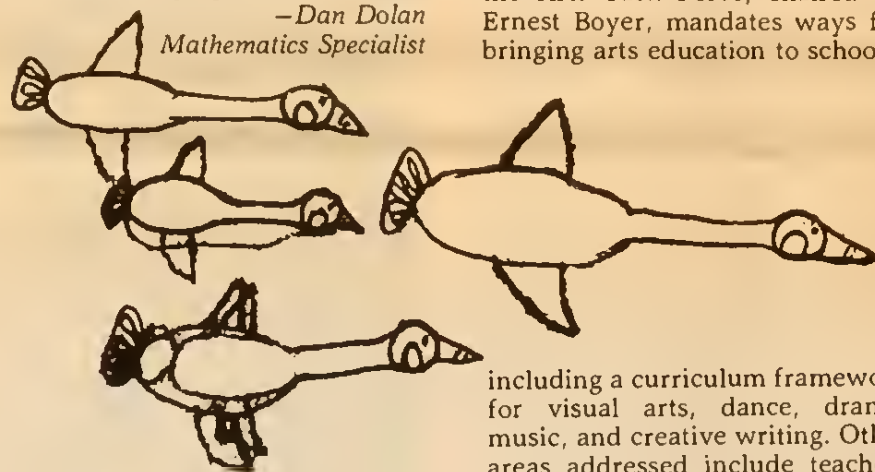
The University of Montana Department of Mathematical Sciences and the Montana Council of Teachers of Mathematics (MCTM) have received a grant from the Commissioner of Higher Education under Dwight D.

Eisenhower funds to hold a writing conference in mathematics. The conference will take place June 10-14, 1990 at the U of M. The conference will provide four days of intensive inservice in writing in mathematics for 25 teachers K-12. Activities will include interaction with a writer consultant, a mathematics writer, and an editor.

Participants will be required to complete a preconference paper and an inconference paper. Papers produced may be published in *The Montana Mathematics Teacher*, and the entire process will serve as a model for future classroom writing activities.

The conference can be taken for one credit. Those wishing credit must register for Math 595 Writing in Mathematics. Stipends and travel money are available, and a membership to MCTM is awarded to all participants. Write to Dr. Johnny W. Lott, Department of Mathematical Sciences, U of M, Missoula, MT 59812 for an application. Please apply early. The deadline for applications is May 1, but to help people make summer plans, applications will be accepted starting April 1.

—Dan Dolan
Mathematics Specialist



"Ducks" by Susan Goodman, grade 4, Twin Bridges School.

Arts Education

"Is it any wonder that the more creative the students, the less they like school? Placing such people in the traditionally oriented, conformist setting of school leads to growth inhibition, frustration and often denial and abandonment of creative potential." (Barbara Clark, 1988, quoted in the Jan./Feb. 1990 issue of *Gifted Child Today*, "Diane: Dilemma of the Artistically Talented in Rural America" by Karen Nelson and Phoebe Janzen)

March (month of all the arts—music, visual arts, theatre) has been a good time to pay atten-

tion to our artistically talented students throughout Montana, one of America's most rural areas. Our students who are gifted in dance, drama, music, or visual arts are at risk in many of our schools and communities because poor choices are being made about the funding of school programs such as the arts. A strong, unified voice must speak up for the arts and speak to the fundamental role that the arts play in all learning from early childhood on—lifelong learning.

The Montana Accreditation Standards state: "The Fine Arts provide a means of expression and communication that goes beyond speaking and writing...they constitute a dimension of learning which extends and fulfills human experience unlike that of any other discipline."

Resources for the Arts—Research

Literacy in the Arts, An Imperative for New Jersey Schools (\$10) Alliance for Arts Education/New Jersey, PO Box 8176, Trenton, NJ 09650. This outstanding report from the New Jersey Literacy in the Arts Task Force, chaired by Ernest Boyer, mandates ways for bringing arts education to schools,

including a curriculum framework for visual arts, dance, drama, music, and creative writing. Other areas addressed include teachers for the arts, evaluation and financing, and partnerships. In the report, Howard Gardner's theory of multiple intelligences or areas of competence is related to artists.

Gardner says that "no intelligence is inherently artistic or nonartistic" and that while schools can't do everything, there must be an attitude in education that "nourishes what kids are good at" and that comes to grips with the higher levels of creativity.

The Montana Sketchbook, published by The Montana Institute of the Arts, P.O. Box 1872, Bozeman, MT 59771. This beautifully designed publication provides both visual and literary art of a diverse nature that can be used as a reference source for students. The prose sections provide a glimpse of current and past history, and renderings of realistic and abstract art are presented throughout the remainder of the

book. For further information contact Dave Davidson, 761-2277.

Write to Phillip Dunn, Program Officer, The Getty Center for Education in the Arts, 1875 Century Park East, Suite 2300, Los Angeles, CA 90067-2561 for information about funds to help districts purchase visual art curricula for a discipline-based art education program (*Art in Action*, *Discover Art*, *SMART*, *Art Works*, *SWRL*, *Spectra*). Books and videotapes are also available from the J. Paul Getty Book Distribution Center, Box 2112, Santa Monica, CA 90406. Note: the Getty Center is preparing a 1991 National Conference whose theme is Art Education and Technology. Suggestions for topics and/or names and addresses of individuals who might be contributors can be sent to the above address.

Teacher Inservice Training/Arts Events

Improving Instruction in Visual Arts Education-DBAE. Establishing Discipline-Based Art Education (Aesthetics, Art History, Art Criticism, Art Production), National Diffusion Network Project. Contact Ron Lukenbill (444-2080) or Janet Klecker (444-4442) at OPI.

National Art Education Association, April 5-9, 1990, Kansas City, Missouri.

Fine Arts Trip for Montana high school art students. April 17-22, 1990 to Spokane, Seattle, and Portland; contact Ray Campeau (585-1673).

Arts Interscholastics for high school art students, May 3-5, 1990, Missoula; contact Bobby Tilton (243-4208).

Holistic Education Conference, May 31-June 3, 1990, Woodstock, Illinois; contact Janet Klecker (444-4442) or Terri O'Fallon (676-4393).

Institute on Multiple Intelligences, University of Montana, Missoula, late June, 1990 (one week); contact Fine Arts Department, UM, Missoula 59812 or call 243-4181.

Montana Visual Art Institute II, June 17-24, 1990, Western Montana College of UM at Dillon; scholarships available; contact Eva Mastandrea, WMC (800-962-6668 or 683-7312).

American Association for Theatre Education Conference, August 4-8, 1990, Minneapolis; contact Janet Klecker (444-4442).

Arts Dialogue-Soviet Union, Kennedy Center Education Dept. cultural exchange, Nov. 12-Dec. 1, 1990, Moscow, Kiev, Leningrad;

Continued on Page 11.

RESOURCE NOTES

Continued from Page 10.

contact Janet Klecker (444-4442) or write to: Arts Dialogue-Soviet Union, Education Dept., The Kennedy Center, Washington, DC 20566.

International Creative Arts Conference, Early Childhood (ages 3-8), December 6-9, 1990, Los Angeles, CA; contact Janet Klecker (444-4442) or Dr. Margie Hanson, Consultant for Children, AAHPERD, 1900 Association Drive, Reston, VA 22091 (703-476-3435).

—Janet Klecker
Arts Education Specialist

Reading

Questionnaire

Thank you for responding to the "Model Reading Curriculum Questionnaire." Your input will be beneficial in the development of a model curriculum for reading in Montana. Work on the Communication Skills Curriculum has been scheduled for 1991-1992. Your ideas and suggestions are welcome.

Upcoming Events

"International Literacy Year: Celebration, Inspiration, Dedication," International Reading Association Conference, Atlanta, Georgia, May 6-11, 1990. Contact June Atkins (444-3664).



National Library Week, April 22-28, 1990.

—June Atkins
Reading Specialist

A final report for the last year of Chapter 2 under the Educational Consolidation and Improvement Act of 1981 is available. This report summarizes Chapter 2 activities statewide during the 1988-89 school year. Copies can be obtained from your county superintendent or by writing to Chapter 2, OPI, Capitol Station, Helena, MT 59620.

BULLETIN BOARD

Bulletin Board is a listing of resources, events, and announcements of interest to educators. The naming of a service or product does not necessarily mean a recommendation or endorsement by the Office of Public Instruction.

Environmental Education Workshops

Project WILD is an award-winning conservation education program of instructional workshops and supplementary curriculum materials for teachers K-12. The goal of project WILD is to help learners of any age develop awareness, knowledge, and skills to make informed decisions concerning wildlife and the environment. This national program was developed by the Western Regional Environmental Education Council and the Western Association of Fish and Wildlife Agencies. In Montana, the program is sponsored by OPI and the Department of Fish, Wildlife and Parks.

For information about organizing a workshop for your school or community, contact Kurt Cunningham, Fish, Wildlife and Parks, 1420 East 6th, Helena, MT 59620; or Bob Briggs, OPI (444-4439).

April 6 & 7: Project WILD inservice, Smith School, Helena. Optional one hour of continuing education credit from U of M. Contact Kurt Cunningham (444-1267).

April 20 & 21: Project WILD and Project Learning Tree combined inservice, Kalispell. Optional one hour of continuing education credit from MSU. Contact Ruth Carlstrom (734-5387).

May 4, 5 & 6: Project WILD and Project Learning Tree combined inservice, MSU and Ted Turner's Flying D Ranch. \$30 workshop

fee. One hour of continuing education credit from MSU optional. Contact Lori Harding (585-1533).

May 5: Environmental education workshop focusing on habitats of the National Bison Range. \$10 preregistration fee with optional one hour of continuing education credit from U of M. Contact Marcy Bishop (644-2211).

May 12: Environmental Education workshop including an opportunity to obtain the project WILD guides. Lee Metcalf National Wildlife Refuge, Stevensville. \$15 preregistration fee with optional one hour of continuing education credit from U of M. Contact Beth Underwood (777-5552).

June 10-15: Threatened & Endangered Species workshop, Big Creek Outdoor Education Center, Columbia Falls. Project WILD prerequisite preferred but not essential. Contact Office of Continuing Education, U of M.

Suicide Prevention Workshop

Montana ranks fourth in the U.S. for suicides. Experts estimate that about half of all suicides could be prevented if more people recognized and knew how to deal with early warning signs.

"Suicide: The Preventable Death," a workshop presentation by Marv Miller, Ph.D., will be offered in Billings May 3, 1990. The workshop is an introduction to suicide intervention. For more information or a registration brochure, contact the Mental Health Association of Montana (442-4276).

The Discovery Depot

A unique time-saving service is now available to Montana

teachers. "The Discovery Depot," based in Hobson, creates bulletin boards, learning centers, and other display materials for educators. A catalog is available containing the Discovery Depot's unique designs.

This service, offered by former teacher Peggy Seidensticker, also takes in consigned work.

Seidensticker also offers a "Make It and Take It" workshop. The workshop includes hints on tools and supplies, plus demonstrations of unusual and versatile techniques for classroom bulletin boarding.

For more information, contact Peggy Seidensticker, Box 183, Hobson, MT 59452 (423-5606).

NEH/Reader's Digest Teacher-Scholar Program

As part of its effort to improve the content and quality of humanities education in the U.S., the National Endowment for the Humanities (NEH) has established a sabbatical program for elementary and secondary teachers. One teacher from each state will receive up to \$27,000 toward a full academic year of independent study. Applications must be received no later than May 1, 1990. For guidelines and applications, contact Teacher-Scholar Program; Division of Education Programs, Room 302; National Endowment for the Humanities; 1100 Pennsylvania Ave., N.W.; Washington, DC 20506 (202-786-0377).

Summer Institutes for Math Teachers

As part of the "Teachers Teaching Teachers" project funded by the National Science Foundation, two institutes will be held for

teachers of secondary mathematics (grades 7-12) July 9-20, 1990. The project will use presidential awardees as instructors and as models of effective teaching. Two Montana awardees, Kimberley Girard and Glenda Tinsley, are among the eight instructors.

The Geometry Institute will be held at the University of Northern Iowa in Cedar Falls. The Middle School Mathematics Institute will be held at Northern Arizona University in Flagstaff. Each participant will receive a stipend of \$300 per week and will be provided with on-campus meals and housing, and a limited travel allowance. Applications must be postmarked by May 1, 1990.

For information, contact University of Northern Iowa, Dept. of Mathematics, Cedar Falls, Iowa 50614-0441 (319-273-6952 or 273-2515).

UM to Offer 1990 Seminar

The University of Montana has received for the fourth consecutive year a grant from the New York-based Robert A. Taft Institute of Government to conduct a 1990 Taft Seminar for Teachers.

The July 2-13 program, to be directed by political science professor Jim Lopach, will be one of 10 seminars funded by the Taft Institute and the only seminar to be held in the western states. The graduate program in American politics uses elected officials, political professionals, and university professors as instructors.

Thirty elementary and secondary school educators will receive fellowships of tuition, board, room, and books. Contact the UM Political Science Department, Missoula, 59812 (243-5202).

CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

APRIL

April: *Arts Interscholastics* (for high school art students), Missoula. Bobby Tilton, UM (243-4208).

Apr. 4-6: *Montana Assoc. of Secondary School Principals Spring Conference*, Bozeman. Jesse W. Long (442-2510).

Apr. 5, 2:45-4:45 p.m. MT—Downlink sites: *Improving Teaching at a Distance* (Part 1 of 4), TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 5-9: *National Art Education Assoc. Conference*, Kansas City, MO.

Apr. 12, 2:45-4:45 p.m. MT—Downlink sites: *Improving Teaching at a Distance*

(Part 2 of 4), TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 17-19: *MT Annual Special Education Conference*, Billings. Dr. Tom Powell, Eastern Montana College (657-2349).

Apr. 19, 2:45-4:45 p.m. MT—Downlink sites: *Improving Teaching at a Distance* (Part 3 of 4), TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 19-21: *Montana Assoc. of School Administrators Convention*, Helena. Jesse W. Long (442-2510).

Apr. 22-25: *Montana Library Assoc. Annual Conference*, Great Falls. Karen A. Hatcher, U of M Library (243-6861).

Apr. 26, 2:45-4:45 p.m. MT—Downlink sites: *Improving Teaching at a Distance* (Part 4 of 4), TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 26-28: *Montana Assoc. for Gifted & Talented Education Conference*, Billings. Jann Leppien, 4212 Toyon Dr., Billings 59106.

Apr. 26-27: *Board of Public Education Meeting*, Helena. Claudette Morton (444-6576).

Apr. 27-28: *Montana PTA Convention*, Cut Bank. Ellen Bourgeois, 111 Eaton, Missoula 59801.

MAY

May 6-7: *21st Annual OPI/Montana Traffic Education Assoc. Spring Conference*, Great Falls. Curt Hahn, OPI (444-4432).

May 10-11: *Certification Standards and Practices Advisory Council Meeting*, Whitefish. Claudette Morton (444-6576).

May 14-15: *Opening the Pipeline: American Indian Higher Education in the '90s*, MSU, Bozeman. Bobby Wright, Center for Native American Studies, MSU.

May 31, 11:00-1:00 p.m. MT—Downlink sites: *Building Communities for Effective*

Schools: Part 2, TBA. PBS Elementary/Secondary Service (703/739-5402).

JUNE

June 7-8: *Board of Public Education Meeting*, Helena. Claudette Morton (444-6576).

June 17-24: *Second Montana Visual Arts Institute*, Dillon. Eva Mastandrea, Western Mont. College (683-5949); Priscilla Fenton, MSU (994-5949); Kay Campeau, Bozeman (585-1673).

JULY

July 26-17: *Certification Standards and Practices Advisory Council Meeting*, Helena. Claudette Morton (444-6576).

NOVEMBER

Nov. 1-2: *Certification Standards and Practices Advisory Council Meeting*, Billings. Claudette Morton (444-6576).

If you've never opened an issue of *Montana Schools* before, please open this one!

Dear Montana Educators:

The Office of Public Instruction is in the process of reviewing and revising its publications with the aim of serving Montana educators better. We need your input! This is your chance to let us know what kind of newsletter you would like from OPI. Please read the article on Page 1 and complete the survey on Page 7. Thank you.

Nancy Keenan

MONTANA SCHOOLS
A QUARTERLY PUBLICATION OF THE
OFFICE OF PUBLIC INSTRUCTION
CAPITOL STATION
HELENA, MT 59620

DIXIE CARLSON LIBRARIAN
DOCUMENTS DIVISION
MONTANA STATE LIBRARY
DEADHEAD

030

Second Class
POSTAGE PAID
Helena, MT 59620

This document printed at public expense. Information on the cost of publication can be obtained by writing Department of Administration, Helena, Montana.

USPS 601690